Learn Today, Lead Tomorrow



Annual Education Results Report: 2022-23

ASASA PRIVATE SCHOOL ACADEMY, NW, CALGARY

MISSION, VISION, AND CORE VALUES

Mission: The mission of ASASA Private School Academy is to sculpt our students' inner and outer worlds to reflect only the best in academics, physical activity and morality.

Vision: Our vision is to create a group of exemplary academicians and scientists who will learn to solve the problems of the future with the tools of tomorrow. They will cure disease, aid in economic growth, foster philanthropy, build a world of peace and constructively manage global issues.

Core Values: Our core values are

- Ambition
- Diligence
- Knowledge
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INTRODUCTION

ASASA Academy 2022-23 Annual Education Results Report(AERR): our goal is to analyze data from the Alberta Education accountability survey and local measures collected by the principal. Using this data, ASASA strives for continual improvement by utilizing strategies to ensure success for every student, collaborating with all stakeholders like board members, the principal, teaching and support staff, parents, and our students. Our focus is on the following domains; Student Growth and Achievement, Teaching and Leading, and Learning Support and Governance. Our Planned strategies are informed by our Annual Education Results Report(AERR). The Academic year 2022-23 started with fewer protective measures/ limitations than previous years.

We strived to provide a safe and clean atmosphere to our students. Therefore, our staff got fully vaccinated in the previous academic year. In addition, our facility was cleaned and sanitized thoroughly.

We also practiced other measures during the Pandemic to protect our students and staff from sickness, such as mask mandating, maintaining students cohort, restricting visitor schedules, and constantly cleaning and sanitizing high-traffic areas. Also, students' temperature checks, daily fit for school checklist, staying home when sick, and hand sanitizing at the entrance.

As we have come out of the Pandemic's severity, it is still imperative that students and staff stay home if they are unwell. In addition, we call parents to pick their wards up from school if

they are demonstrating symptoms that can be contagious to other students. Moreover, students are reminded to sanitize their hands when entre school and throughout the day when required.

MESSAGE FROM BOARD CHAIR

As chair of the ASASA Board, I am delighted to be involved during these vital progression times at the Academy. I believe the Board of an independent school has three significant mandates: First and primary; we protect the mission and values of the school, the core things that make ASASA what it is; a truly unique learning culture for our students as they are always our top priority, and we strive to provide them with the vibrant and diverse academic opportunities and ways where they can make their understanding visible. Our holistic approach assists them in growing and becoming an integral part of society. Second, we ensure that there is good Governance in place. This strategy helps create a platform for the Head of the Academy and the team to run the school's day-to-day operations with a better focus on our students. Finally, we appoint and oversee the head of the Academy. The inclusive, safe and caring atmosphere is supported at ASASA Academy as it respects diversity and fosters a sense of empathy and belonging. As a result, our students and staff pursue their passions and empower themselves to realize their potential and achieve personal excellence.

The Academy has become exceptional at helping students discover and acknowledge their unique voices, partly because of our small class sizes, to which we remain unwaveringly committed. We know, through the achievements of our graduates, how well the ASASA student-centred learning approach is working. As a result, ASASA students are well-prepared for Junior High school and beyond.

The safety of students is always a priority for ASASA Academy. We pass our health and safety inspection without any objections from the health and safety inspector. In addition, our students regularly practice fire and lockdown drills.

The combined venture of teaching staff, support staff, and board members will make 2023/2024 a remarkable and successful year.



~ Aresha Ali
Board Chair

ACCOUNTABILITY STATEMENT

The Annual Education Results Report for the ASASA Academy 2022/23 school year was prepared under the direction of the Board following the responsibilities under *the Private Schools Regulation* and the *Education Grants Regulation*. In addition, this document was developed in the context of the provincial government's business and fiscal plans. To the best of its abilities, the Board is committed to using the results in this report to improve student outcomes and ensure that all students in the school authority can acquire the knowledge, skills, and attitudes they need to be successful contributing members of society.
The Board approved the Annual Education Results Report for 2022-23 on December 18, 2022. After approval, this document will be uploaded to Alberta Education and posted on ASASA Academy's Website.



~Aresha Ali
Board Chair

WHISTLEBLOWER PROTECTION POLICY

- **https://asasaprivateschool.ca/wp-content/uploads/2021/05/Whistle-Blower-Policy.pdf**

Policy Statement: Just workplace culture is fundamental to the success of independent schools in Alberta. To ensure that ASASA Academy maintains high legal, ethical and fiscal standards, ASASA Academy endorses a culture where employees and management work collaboratively to detect and remedy wrongdoing. Our Whistleblower Protection Policy facilitates employees to make confidential discourse about serious wrongdoing in a safe setting that is free from reprisal. The employees who come forward to report misconduct are protected and appreciated.

There have been no disclosures for the 2022-23 school year.

Fall 2022 *Required Alberta Education Assurance Measures – Overall Summary*

Assurance Domain	Measure	Asasa Learning			Alberta			Measure Evaluation		
		Current Result	Prev Year Result	Prev 3-Year Average	Current Result	Prev Year Result	Prev 3-Year Average	Achievement	Improvement	Overall
Student Growth and Achievement	Student Learning Engagement	**85.5**	85.9	n/a	**85.1**	85.6	n/a	n/a	n/a	n/a
	Citizenship	**86.6**	91.4	87.8	**81.4**	83.2	83.1	Very High	Maintained	Excellent
	3-year High School Completion	**n/a**	n/a	n/a	**83.2**	83.4	81.1	n/a	n/a	n/a
	5-year High School Completion	**n/a**	n/a	n/a	**87.1**	86.2	85.6	n/a	n/a	n/a
	PAT: Acceptable	*	n/a	n/a	**67.3**	n/a	73.8	n/a	n/a	n/a
	PAT: Excellence	*	n/a	n/a	**18.0**	n/a	20.6	n/a	n/a	n/a
	Diploma: Acceptable	**n/a**	n/a	n/a	**75.2**	n/a	83.6	n/a	n/a	n/a
	Diploma: Excellence	**n/a**	n/a	n/a	**18.2**	n/a	24.0	n/a	n/a	n/a
Teaching & Leading	Education Quality	**85.4**	94.4	97.0	**89.0**	89.6	90.3	Intermediate	Declined	Issue
Learning Supports	Welcoming, Caring, Respectful and Safe Learning Environments (WCRSLE)	**84.3**	91.9	n/a	**86.1**	87.8	n/a	n/a	n/a	n/a
	Access to Supports and Services	**81.7**	85.3	n/a	**81.6**	82.6	n/a	n/a	n/a	n/a
Governance	Parental Involvement	**85.6**	93.3	94.3	**78.8**	79.5	81.5	Very High	Maintained	Excellent

Notes:

1. Data values have been suppressed where the number of respondents/students is fewer than 6. Suppression is marked with an asterisk (*).
2. Caution should be used when interpreting high school completion rate results over time, as participation in the 2019/20 and 2020/21 Diploma Exams was impacted by the COVID-19 Pandemic. In the absence of Diploma Exams, the achievement level of diploma courses was determined solely by school-awarded marks.
3. Participation in the Provincial Achievement Tests and Diploma Exams was impacted by the fires in 2018/19, as well as by the COVID-19 Pandemic in 2019/20, 2020/21 and the January 2022 Diploma Exam administration. 2019/20, 2020/21 and 2021/22 are not included in the rolling 3-year average. Caution should be used when interpreting trends over time.
4. Aggregated PAT results are based upon a weighted average of percent meeting standards (Acceptable, Excellence). The weights are the number of students enrolled in each course. Courses included: English Language Arts (Grades 6, 9, 9 KAE), Français (6e et 9e année), French Language Arts (6e et 9e année), Mathematics (Grades 6, 9, 9 KAE), Science (Grades 6, 9, 9 KAE), Social Studies (Grades 6, 9, 9 KAE).
5. Security breaches occurred over the last few days of the 2021/22 PAT administration window. Students most likely impacted by these security breaches have been excluded from the provincial cohort. All students have been included in school and school authority reporting. Caution should be used when interpreting these results.

Aggregated Diploma results are a weighted average of percent meeting standards (Acceptable, Excellence) on Diploma Examinations. The weights are the number of students writing the Diploma Examination for each course. Courses included: English Language Arts 30-1, English Language Arts 30-2, French Language Arts 30-1, Français 30-1, Mathematics 30-1, Mathematics 30-2, Chemistry 30,

ANALYSIS OF MOST RECENT RESULTS

Areas of Success:

DOMAIN	DATA	
STUDENT GROWTH AND ACHIEVEMENT	Student Learning Engagement	n/a (previous 3- year Average) to 85.5%
	Citizenship	87.8% (previous three-year average) to 86.6%
LEARNING SUPPORT	Welcoming, caring, Respectful & Safe Learning Environment	n/a (previous three-year average) to 84.3%
	Access to Support and Services	n/a (previous three-year average) to 81.7%

Areas of Improvement:

ASSURANCE DOMAIN	DATA	
TEACHING & LEADING	Education Quality	97.0% (previous 3 year Average) to 85.4%
STUDENT GROWTH AND ACHIEVEMENT	PAT: Acceptable	n/a (previous 3 year Average) to *
	PAT: Excellence	n/a (previous 3 year Average) to *
GOVERNANCE	Parental Involvement	94.3% (previous three-year average) to 85.6%

Comment on Results:

As we can see in Alberta Education Assurance Measures' overall summary for Fall 2022, ASASA Academy has either maintained its previous progress or excelled in several Assurance domains. However, a decline can be seen in the quality of education. We owe this decrease to the two years Pandemic. We were expecting it due to the impact of learning disruptions on students. We also continued to hear about the stress and anxiety our stakeholders were going through during this difficult time. They were also grappling with pandemic-related mental health and well-being challenges.

We identified our priorities, outcomes, and strategies in meetings, school-wide survey results, parent-teacher interviews, and regular communication with our stakeholders regarding strategic planning. We decided to maintain the same strategy as last year's education plan. However, as routines return to normal, we will engage parents more in their children's social and academic development. This involvement will also improve the overall quality of education. Administration and teachers will strive to provide the best quality of education through this teamwork that ASASA Academy is identified for.

We have our school-wide survey every year, as the responses, we get from the provincial survey can only represent the opinion of only our grades 4-6 parents. For example, in Spring 2022, only 14.06% (grade 4-6 students) of the total parents of the school community responded. Our school-wide survey collects feedback from parents of K- 6 students. Almost 73.6% of our stakeholders(K-6) participated in our Annual Survey of 2022. We requested parents to respond to the following questions:

Questions	Results
1. Do you think ASASA Academy provides its students with a safe, caring and welcoming environment?	Percentage of respondents:73.6 92.4% Agree, 7.6 % Disagree
2. Do you think our students model the characteristics of good citizenship?	Percentage of respondents:73.6 92.5 % Agree 7.5 % Disagree
3. Are your concerns regarding students' academic, social and emotional growth addressed timely?	Percentage of respondents:73.6 86.2 % Agree 13.7 % Disagree
4. Name the areas we are doing very well.	Percentage of Respondents: 52.7
5. Name the areas we need to work on?	Percentage of Respondents:47.2

	20.7% responded: None
6. Do we involve/ update parents in their child/children's learning?	Percentage of respondents:73.6 92.4 % Agree 7.6 % Disagree
7. Do we keep students engaged in their learning at school?	Percentage of respondents:73.6 96.3 % Agree 3.8 % Disagree
8. Are you satisfied with our efforts to improve the quality of primary education and make students life-long learners?	Percentage of respondents:73.6 92.3 % Agree 7.6 % Disagree

ASASA Academy parents survey: https://docs.google.com/presentation/d/1_zy-vB4QXMjVueazMbHC8E3sWqlmhstAT4_Ibuv3WPo/edit#slide=id.g18352e933ae_0_44

1. ASSURANCE DOMAIN: STUDENTS' GROWTH AND ACHIEVEMENT

Outcome: (AERR) Students Learning Engagement and Citizenship

The percentage of teachers, parents and students agree that students are engaged in their learning at school.																						
	Authority													Province								
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	25	85.9	29	85.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,956	85.6	249,740	85.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	1	*	9	81.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,994	89.0	31,694	88.7
Student	n/a	n/a	n/a	n/a	n/a	n/a	16	71.9	14	75.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,789	71.8	187,102	71.3
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	9	100.0	6	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,173	96.0	30,944	95.5

Students' Learning Engagement:

- **Overall**, 85.5% of stakeholders' satisfaction with student learning engagement is almost the provincial average (85.6)%. Following is the satisfaction rate breakdown for each (parent, student, and teacher) of ASASA Academy and the provincial's stakeholder groups.
- **ASASA Parent**(N.9) 81.5%,, Provincial 88.7 %
- **ASASA Student**(N. 14) 75%, Provincial 71.3 %
- **ASASA Teacher**(N. 6) 100 %, Provincial 95.5 %

The key insight from the Analysis of the Most Recent Results

ASASA Academy's students did not appear in the 2021-22 PAT due to continuous disruption in routines. Moreover, parents were not interested in their kids taking this test as; they were faced with juggling the continuing, if not intensified, demands of work and domestic life with the responsibility of meeting their children's educational needs. However, our students will appear in the PATs exam 2022-23.

Citizenship

Percentage of teachers, parents and students who are satisfied that students model the characteristics of active citizenship.																						
	Authority													Province								
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	46	85.9	26	88.3	24	87.3	25	91.4	29	86.6	Very High	Maintained	Excellent	253,727	83.0	265,614	82.9	264,413	83.3	230,843	83.2	249,770	81.4
Parent	8	87.2	n/a	n/a	n/a	n/a	1	*	9	86.7	Very High	n/a	n/a	35,482	81.7	35,247	81.9	36,891	82.4	30,905	81.4	31,689	80.4
Student	27	74.1	16	76.6	16	74.6	16	82.8	14	73.2	Very High	Maintained	Excellent	185,623	73.9	197,090	73.5	193,577	73.8	169,741	74.1	187,120	72.1
Teacher	11	96.4	10	100.0	8	100.0	9	100.0	6	100.0	Very High	Maintained	Excellent	32,622	93.4	33,277	93.2	33,945	93.6	30,197	94.1	30,961	91.7

- **Overall**, 86.6 % of stakeholders' agreed that ASASA Academy students model active citizenship. This percentage is above the provincial average (81.4%). Following is the satisfaction rate breakdown for each (parent, student, and teacher) of ASASA Academy and the provincial's stakeholder groups.
- **ASASA Parent**(N.9) 86.5%, Provincial 81.4 %
- **ASASA Student**(N. 14) 73.2%, Provincial 72.1 %
- **ASASA Teacher**(N. 6) 100 %, Provincial 91.7 %

The key insight from the Analysis of the Most Recent Results

Almost 88.0 % of stakeholders reported that students model the characteristics of active citizenship, and 89% demonstrated satisfaction with our attempts to encourage students at school to do their best. In addition, they agreed that our regular celebration of diverse communities' events, festivals, monthly virtues activities, and awareness about current local, national, and global issues help our students to behave like responsible citizens. Moreover, our students participate in charity drives such as Terry Fox fundraising and Veteran and Calgary Food Bank Food drives. These routines help make our students empathetic citizens and community members. The results also show that all parents, teachers and students feel that ASASA Academy fosters the characteristics of active citizenship. Moreover, the attributes of citizenship, attitudes, and behaviour are interconnected. Therefore, we will continue

incorporating the required and practical strategies related to this domain in our teaching, learning and extracurricular activities next academic year.

ASASA Academy has no self-identified students belonging to the indigenous community. However, considering the TQS" Applying the Foundational Knowledge about First Nations, Metis, and Inuit," we emphasize that it is essential that our non-indigenous students should learn about this great community's sacrifices, history and pedagogical methods. Therefore, students are taught about First Nations, Metis, and Inuit people's history, language, games, culture, festivals, residential schools, and pedagogical methods in their daily learning.

IMPLICATION:

The Education plan for 2023-26 incorporates goals and strategies to enhance students' growth and achievement. Our main areas of focus would be:

- Engage students in every activity that can help the community, such as Veterans, Calgary Food Bank Drive, Terry Fox fundraising, anti-bullying/ Orange shirt Day etc. These routines make them vital community members and instill good citizenship in them.
- Continue PAT-style testing by having assignments and assessments within the classroom by taking questions directly from previous PATs to prepare students for grade 7.
- Promote different teaching strategies, including inquiry-based and hands-on learning.
- Boost student engagement by having organized and unstructured dialogues with them and their parents. It makes it easier to put students at the center of learning in culturally appropriate ways.
- Plan lessons/ learning activities by considering students' particular interests and mode of learning (VAK- Visual, Auditory, and Kinesthetic).

2. ASSURANCE DOMAIN: TEACHING AND LEADING

Outcome: (AERR) Education Quality

Percentage of teachers, parents and students satisfied with the overall quality of basic education.																						
	Authority													Province								
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	46	86.4	26	98.3	24	95.7	25	94.4	29	85.4	Intermediate	Declined	Issue	254,026	90.0	265,841	90.2	264,623	90.3	230,814	89.6	249,532	89.0
Parent	8	78.7	n/a	n/a	n/a	n/a	1	*	9	77.8	Intermediate	n/a	n/a	35,499	86.0	35,262	86.4	36,907	86.7	31,024	86.7	31,728	86.1
Student	27	92.6	16	100.0	16	93.5	16	90.6	14	81.5	Very Low	Declined	Concern	185,888	88.2	197,282	88.1	193,763	87.8	169,589	86.3	186,834	85.9
Teacher	11	87.9	10	96.7	8	97.9	9	98.1	6	97.0	High	Maintained	Good	32,639	95.8	33,297	96.1	33,953	96.4	30,201	95.7	30,970	95.0

Education Quality

- **Overall,** 85.5 % of stakeholders agreed with the good quality of education in the AERR Survey. This is 3.6% less than the Provincial percentage(89%). Following is the satisfaction rate breakdown for each (parent, student, and teacher) of ASASA Academy and the provincial's stakeholder groups.

- 77.8% of **Parents'** (N.9) 's satisfaction with the Quality of Education results from AERR.
- 81.5% of **students** (N.14) satisfaction with the Quality of Education.
- 97% of t**eachers** (N.6) satisfaction with the Quality of Education.
- 89% of parents'(grade 4-6) satisfaction with the question "how satisfied or dissatisfied are you with the quality of education your child is receiving at school?" (p. 31)

The insight from the Analysis of the Most Recent Results:

During the School's PLC& PAC meetings and student engagement sessions, our stakeholders pointed out that students, teachers and their parents experienced exceptional stress in supporting learning during the Pandemic as students and their families faced many emotional and health-related challenges. Also, students and homeroom teachers' absences caused by sickness due to COVID-19's variant OMICRON disrupted studies despite having substitute teachers in classes. This factor contributed to the decrease in students' interest in subjects like Math and ELA, which need uninterrupted reinforcement and supervision by parents and their subject/ homeroom teachers. Similarly, it significantly affected Math, where students can only solve problems with consistent practice and understanding. This resulted in a decline in the Education Quality of grade 4-6 students in 2022 AERR. The stakeholders concluded that everyday actions are required to enhance students' Critical Literacy (especially for ESL learners) and math skills.

IMPLICATION:

The Education plan for 2023-26 incorporates goals and strategies that will strengthen teaching and leading. Our main areas of focus would be:

- Enhance educators' Math teaching practices by attending webinars and PDs. For example, "How to teach math grades 4- 6" from Calgary public library online workshop and webinars offered by Edmonton/ Calgary Regional Consortium.
- Increase students' confidence in numeracy by providing them opportunities to enjoy success" Set small goals for significant results."

- Enhance reading comprehension through critical Literacy, metacognition, questioning strategy, voice and identity, incorporating methods from the book " READ, WRITE, LEAD BY REGIE ROUTMAN" for students' literacy success.
- Continue to use research-informed instructional strategies to cater to diverse ESL learners' needs. For example, Read the Supporting English Language Learners document by Learn Alberta.

3. ASSURANCE DOMAIN: LEARNING SUPPORT

Outcome: (AERR) Welcoming, Caring, Respectful and Safe Learning Environment

The percentage of teachers, parents and students agree that their learning environments are welcoming, caring, respectful and safe.																						
	Authority													Province								
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	25	91.9	29	84.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	231,091	87.8	249,941	86.1
Parent	n/a	n/a	n/a	n/a	n/a	n/a	1	*	9	81.4	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,980	88.2	31,715	86.9
Student	n/a	n/a	n/a	n/a	n/a	n/a	16	85.4	14	71.5	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,900	79.8	187,258	77.7
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	9	98.4	6	100.0	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,211	95.3	30,968	93.6

- **Overall,** 84.3 % of Stakeholders satisfaction with our caring and welcoming learning environment for a diverse community. This is only 1.8 percent less than the Provincial overall percentage (86.1 %)
- 81.4 % of **parents** (N.9) are satisfied with our plans to provide our students with a caring, respectful, and safe learning environment.
- 71.5% **students'**(N.14) satisfaction in this domain
- 100% of **teachers** (N.6) agreed that we provide our students with a safe, caring and welcoming atmosphere.

The insight from the analysis of the most recent results

Overall, 84.3% of stakeholders satisfaction in this domain. They acknowledged ASASA Academy's efforts to provide its students with a safe, caring, and welcoming learning environment.

In PAC meetings, parent-teacher interviews, School-wide surveys and student and teacher engagement sessions, our stakeholders appreciated all our efforts to support students academically and socially during the difficult time of the Pandemic. Whether it was daily temperature checks, consistent hand washing/ sanitizing routines for students and staff throughout the day, regular facility cleaning and sanitizing and having on-campus First Aid training for the staff etc. They also commended our frequent acknowledgement and appreciation of diversity through multiple cultural events. Such routines create a respectful and

appreciative learning atmosphere for stakeholders of diverse cultural groups. In addition, our diverse staff is another way of cultivating a sense of belonging among our stakeholders.

As people are still getting sick with Covid-19 and other pathogens, we are focusing consistently on maintaining our extra cleaning and sanitizing routines of the building and high-traffic areas. For example, students are given sanitizer at the entrance in the morning, and their teachers often remind them to wash or sanitize their hands.

Access to Support and Services:

The percentage of teachers, parents and students who agree that students have access to the appropriate supports and services at school.

	Authority										Measure Evaluation			Province								
	2018		2019		2020		2021		2022					2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	n/a	n/a	n/a	n/a	n/a	n/a	25	85.3	29	81.7	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	230,761	82.6	249,570	81.6
Parent	n/a	n/a	n/a	n/a	n/a	n/a	1	*	9	75.6	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,936	78.9	31,684	77.4
Student	n/a	n/a	n/a	n/a	n/a	n/a	16	72.9	14	76.2	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	169,631	80.2	186,935	80.1
Teacher	n/a	n/a	n/a	n/a	n/a	n/a	9	97.6	6	93.3	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	30,194	88.7	30,951	87.3

- **Overall,** 81.7 % of stakeholders agreed in the AERR survey that students have access to the appropriate support and services at school. This percentage is almost the same as the overall provincial rate for this domain.
- 75.6% of **Parents'** (N.9) 's satisfied with access to the appropriate support and services at school.
- 76. 2% of **students** (N.14) satisfaction with the access to the appropriate supports and services provided at school.
- 93.3 % of t**eachers** (N.6) are satisfied with access to the appropriate support and services provided at school.

The insight from the analysis of the most recent results

In our school-wide (JK- 6) survey, we asked parents, "are your concerns regarding students' academic, social and emotional growth addressed timely? 73.6 % of parents of our students participated in this survey. 86.2 % of the parents appreciated our efforts in this area, whereas 13.7 % disagreed with the number of services provided. Due to the Pandemic, students have been under considerable stress for almost two years. We can see the effects of anxiety and strain every day. Therefore, along with our previous measures, our teachers enhanced their proficiency in developing students' social and emotional skills that have been adversely affected due to that challenging time. The Renfrew Educational Services' multidisciplinary team, including Psychologists, Occupational Therapists, and Speech-Language Pathologists, helped teachers through PDs to develop their efficacy in catering to students' social and emotional well-being in their daily practices. They also had grade-wise sessions for students to address

their diverse social and emotional needs. Similarly, the administration provided teachers with resources such as articles and books to read if they were interested in this support and its provision to students. In addition, some digital websites, for example, prodigy and ixl.com, were subscribed for all students (JK- 6), considering the interest of our digital citizens(students). Finally, teachers also Incorporated Social-emotional Learning(SEL) strategies in all subject areas, mainly Math and Literacy. Teachers planned from different resources, including the following document:
"Research-to-Practice -Brief Teaching the Whole Child Instructional Practices That Support Social-Emotional Learning in Three Teacher Evaluation Frameworks By Nicholas Yoder, Ph.D. 2014."

IMPLICATION:

The Education plan for 2023-26 incorporates goals and strategies to strengthen Learning support. Our main areas of focus would be:

- Enhance teaching skills by incorporating strategies from the Book ***"LEARNING THEORIES SIMPLIED, SECOND ADITION BY BOB BATES."***
- Enhance teachers' capacity to mentor students' social and emotional well-being through PDs by Renfrew Educational Services, attending webinars (Calgary/ Edmonton Regional consortiums, and reading related articles and books.
- Invite Parents/ guardians working in AHS to have a session with our students and staff on wellness and fitness principles.
- Mentor students with academic, behavioural, and emotional needs under an Individualized Program Plan (IPP) that addresses their unique learning needs.

4. ASSURANCE DOMAIN: GOVERNANCE

Outcome: (AERR) Parental Involvement

Percentage of teachers and parents satisfied with parental involvement in decisions about their child's education.																						
	Authority													Province								
	2018		2019		2020		2021		2022		Measure Evaluation			2018		2019		2020		2021		2022	
	N	%	N	%	N	%	N	%	N	%	Achievement	Improvement	Overall	N	%	N	%	N	%	N	%	N	%
Overall	19	60.3	9	91.1	8	97.4	9	93.3	15	85.6	Very High	Maintained	Excellent	67,509	81.2	68,116	81.3	70,377	81.8	60,919	79.5	62,412	78.8
Parent	8	56.4	n/a	n/a	n/a	n/a	1	*	9	77.8	Very High	n/a	n/a	34,998	73.4	34,944	73.6	36,556	73.9	30,886	72.2	31,598	72.3
Teacher	11	64.2	9	91.1	8	97.4	9	93.3	6	93.3	Very High	Maintained	Excellent	32,511	88.9	33,172	89.0	33,821	89.6	30,033	86.8	30,814	85.2

- **Overall**, 85.6% of stakeholders were satisfied with parental involvement in their child's education decisions. This rate is 13.3% greater than the Provincial overall percentage (78.8)
- 77.8 % of **parents** are satisfied with parental involvement in their child's education decisions.
- 93. 3% of **teachers** are satisfied with parental involvement in their child's education decisions.

The insight from the Analysis of the Most Recent Results:

ASASA Academy believes that constant community engagement accelerates and sustains a culture that supports all student success. However, we have achieved an overall 94.3%(previous three-year average) to 85.6 % of Parental involvement in AERR. The Pandemic caused this decline as we could not invite parents in person to involve in their children's learning. Still, we kept them updated about children's overall growth at school and sought their advice/ ideas to improve through our communication tools such as Class Dojo, phone calls, emails, Zoom meetings, etc. We valued their suggestions to enhance students' academic and social learning. For example, parents suggested a Spelling Bee inter-class competition, drama and a computer coding program for students. We have incorporated their ideas into the school's routine and events and students' digital learning. It shows that we collaborate with our stakeholders in decisions that will impact students' knowledge and take all measures to make their voices heard.

ASASA Academy attempts to provide students with the best learning environment with research-informed teaching practices. At the same time, we take parents on Board to keep them updated about the steps taken for their wards' overall growth. Their suggestions and ideas are also taken into consideration. This year more parents(N.9) of grade 4-6 students participated in Alberta Education Survey than the previous year. It shows the success of our communication about its importance to the parents. In addition, AERR develops school routines and policies to enhance students' learning and social skills. Each year, ASASA Academy uses the feedback received from parents through the Alberta Education Assurance Measures, School-wide Surveys, Parent Teacher Interviews, Parent Advisory councils, and regular communication to identify areas for improvement and help build their education plans.

IMPLICATION:

The Education plan for 2023-26 incorporates goals and strategies to strengthen Governance. Our main areas of focus would be:

- Enhance the school leader(Principal)'s leadership capacity through M.Ed. (Leadership for Learning: School and System contexts) program from U of Calgary.
- Promote parent involvement in education through PAC and volunteering in class and field trips.

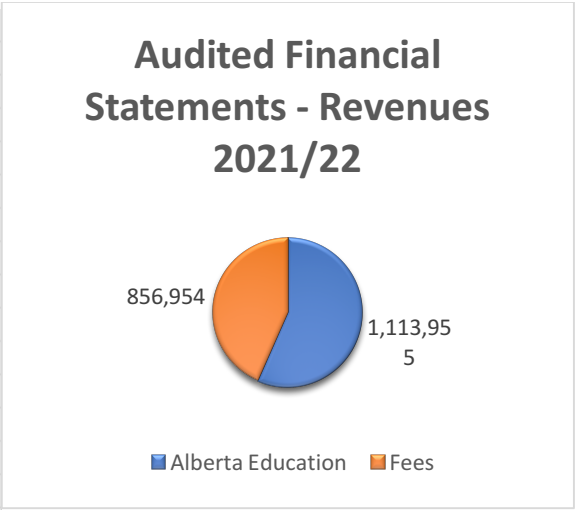
- Increase stakeholder engagement through school-wide surveys and focused group meetings seeking their suggestions to improve students' academic, social, and emotional growth.

- Develop educational and social plans based on authentic reflection and feedback from parents gathered through Class Dojo, PAC, Survey, and parent-teacher interviews
- Address students' needs in partnership with parents, students, school administrators, Renfrew Educational Services, teachers and support staff.

Note: Please get in touch with the principal, Shakeela Akhtar, at shakeela.akhtar@asasa.ca or phone 403 285 5677 for more information.

SUMMARY OF FINANCIAL RESULTS

Audited Financial Statements 2021/22	
Revenues	Current
Alberta Education	1,113,955
Fees	856,954
Total Revenue	1,970,909
Expenses	
Salaries	1,235,382
Services, Contracts and Supplies	846,109
Amortization	16,820
Misc.	2,280
Total Expenses	2,100,591
Surplus (Deficit) of Revenues Over Expenses	**(129,682)**

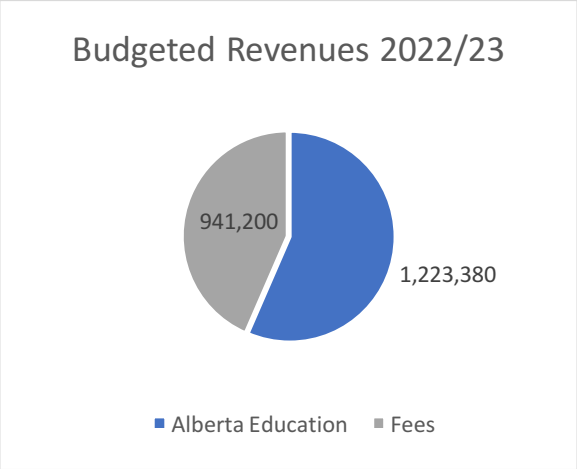


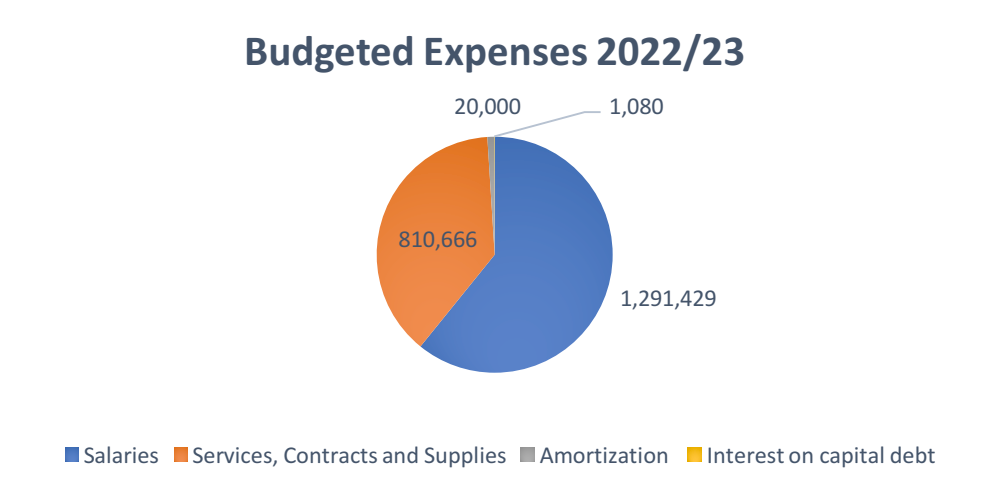
COMPARISON OF FINANCIAL RESULTS

AB Ed revenues dropped by 7.34% due to many pandemic financial assistance programs that have ended. Student enrollment resumed back to the pre-pandemic level. The fee revenue remains similar to the prior year. Total revenue decreased by 4.9% overall.
Services, contracts and supplies increased by 3.6% due to inflation.
The school result in a $129,682 deficit by the end of the fiscal year.

BUDGET FINANCIAL STATEMENT 2023-24

Budgeted Financial Statements 2022/23	
Revenues	
Alberta Education	1,223,380
Fees	941,200
Total Revenue	2,164,580
Expenses	
Salaries	1,291,429
Services, Contracts and Supplies	810,666
Amortization	20,000
Interest on capital debt	1,080
Total Expenses	2,123,175
Surplus (Deficit) of Revenues Over Expenses	41,405





SUMMARY OF FINANCIAL RESULTS

AB Ed revenues are expected to increase by 8.94% in 2022/23 because of more program diversity. Fees are expected to increase by 8.95% as well because higher tuition fees are charged.
Salaries were budgeted to increase by 4.34% for more teachers and professionals.
Overall, the school aims for a surplus of 41,405 in the 22/23 academic year.

Note: Don't hesitate to contact Aresha Ali at Aresha.ali@asasa.ca phone 403 285 5677 for more information.